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ABSTRACT

This bibliography provides narrative summaries of 31 articles and books dealing with affirmative action in higher education that appeared between 1972 and 1977. The bibliography is aimed at students of the social sciences, educators, and administrators of institutions of higher education. The research reported on deals with the analysis of affirmative action programs for faculty and/or students in college and university settings. Articles dealing with ethnic representation and with sexual balance in higher education are cited. (DRS)

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RESEARCH REPORTS ON AFFIRMATIVE ACTION PROGRAMS IN COLLEGES AND UNIVERSITIES: AN ANNOTATED BIBLIOGRAPHY

BY

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Office of Education
Department of Health, Education and Welfare
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RESEARCH REPORTS ON AFFIRMATIVE ACTION PROGRAMS
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COLLEGES AND UNIVERSITIES: AN ANNOTATED BIBLIOGRAPHY

Armendarix, Juan. Social Work Education for Economically Disadvantaged Groups in Texas. Final Report, July 1, 1970 - August 31, 1973. Austin: University of Texas, 1973.

The evaluation report of Texas graduate schools of social work has 6 criteria: (1) an increase in the percentage of Blacks and Mexican Americans in schools; (2) a full utilization of the scholarships under these programs; (3) development of a Statewide recruitment system; (4) relevant curriculum changes; (5) retention of graduates from the programs; and, (6) student follow-up after graduation. Minorities in the program ranged from 55 (1968-69) to 110 (1972-73) students. Conclusions include that: (1) the enrollment of minority group students increased and all stipends were awarded; (2) there was a low attrition rate among students recruited into the program.

Astin, Helen S. and Others. Sex Discrimination in Education: Access to Postsecondary Education. (Higher Education Research Institute, Inc., Los Angeles, California, 1976).

This is the report of a study which was undertaken to identify the kinds and extent of sex discrimination in access to postsecondary education. The study examines: (1) the participation of women in educational activities; (2) the effect of differential socialization and socio-economic status on women's aspirations, self-concept and motivation; (3) institutional practices that may be discriminatory, individual behavior that limits women's options, and specific aspects of the educational experience that contribute to women's progress; and, (4) the nature of women's access to education. Among the implications of the study are: (1) that program efforts should be undertaken for high school

preparation, participation in postsecondary education; and institutional practices and policies; and, (2) that legislative efforts should go beyond Title IX.

Auerbach, Arnold J. "Quotas in Schools of Social Work," in Social Work; 17;2; 102-105, March 1972.

The article supports the view that quota systems can be used to increase minority group members in graduate schools of social work, thereby providing an effective means of breaking down institutional racism and contributing toward making social work education more relevant.

Bell, D.E. and Others. Development of Affirmative Action Programs at All Levels of Higher Education Employment: Development of Programs to Increase Minority and Women Student Enrollment. (Illinois State Board of Higher Education, 1975).

This is a report of the Master Plan Committee on Affirmative Action for the Illinois Board of Higher Education. The report focuses on administrative, faculty and civil service employment, and student enrollment. It addresses barriers to affirmative action including: (1) attitudes; (2) various pre-employment practices; (3) student enrollment issues; and (4) a lack of public accountability.

The report notes that most of the efforts in affirmative action has been spent in doing what is minimally required to comply with the letter of the law, to maintain appearances, and to defend the institution in grievance procedures.

Blackwell, James E. Access of Black Students to Graduate and Professional Schools. Georgia: Southern Education Foundation, 1975.

This study focuses on the issue of minority access to graduate and professional school. It assesses the special efforts that were made to increase the number of blacks in graduate and professional schools. Positive steps to recruit

black students included the establishment of the Counsel of Legal Education Opportunity, the Minority Graduate Student Locater Service of the Education Testing Service (1972-73), and Project 75, a joint effort of the National Medical Association, the American Medical Association, and the Association of American Medical Colleges. There has been only partial success. The report points out that the recruitment of minorities for graduate and professional schools does not necessarily assure admission to them. Factors which still militate against successful recruitment and admissions efforts include personal and institutional racism, under-recruitment efforts, and the uses and abuses of the so-called "traditional criteria for admission." The report warns that the recruitment, admission and matriculation of minorities depend on the commitment of staffs constitutionally constructed, and perceptive enough to deal with the many problems which may hinder the whole process.

Boyd, William M. "Are White Colleges Cooling Black Recruitment?" in Change 5, Winter, 1973.

The author discusses the waning of recruitment activities to increase black enrollment at predominantly white institutions. If such a trend continues it will signal the end of active cooperation in the vital struggle for equal opportunity. In sum, the article notes that four years of shared experience have not convinced either the white college or the black student that the other has the qualifications for a long-term relationship. The colleges question the availability of qualified black students while black students wonder about the availability of places for the large number who should be enrolled to make college campuses similar in racial composition to the general population.

Branch, Marie. Faculty Development to Meet Minority Group Needs: Recruitment, Retention and Curriculum Change (Western Interstate Commission for Higher Education, Boulder, Colorado, 1975).

This is a report of a proposal that aimed at assisting some Western Council on Higher Education for Nursing (WCHEN) schools in the development of programs for the inclusion of minorities in the system. The program was designed to impact on nursing education in the West by aiding schools of nursing faculty in the formulation and expansion of programs for the recruitment and retention of minority students, and to revise curricula to include diverse cultural perspectives. Some project results reported are: (1) pre-entry and post-entry programs that increase rates for retention, successful graduation, and licensure of their students; (2) curricula including basic information regarding the ethnic groups and their geographic areas; (3) increased enrollments of students and faculty from minority groups; and, (4) activities that will continue in each school beyond the formal end of the project.

Council Commission on Discrimination. "Affirmative Action in Higher Education" AAUP Bulletin, Vol. 59, 1973.

The report emphasized the need for a thorough review and revision of academic recruitment policies. It pointed out the disadvantages to minorities and women of certain conventional ways of locating possible candidates for certain positions. It called for affirmative action plans to re-examine recruiting practices and patterns, and to revise them with the specific ambition of broadening the field of persons to include more minorities and women.

Evans, Doris A. and Others. "Traditional Criteria as Predictors of Minority Student Success in Medical School." Journal of Medical Education, 50; 10; 934-9.

A study of the relationship between the Medical College Admission Test (MCAT), grade point average (GPA), the quality of undergraduate college attended (Austin

Index) and the preclinical performance of underrepresented minority students at Case Western Reserve University of Medicine showed all three to have predictive value, the Austin Index being the best.

Fields, Cheryl. Affirmative Action, 4 Years Later, (The Chronicle of Higher Education, August 5, 1974.)

A two-sided picture of affirmative action is painted in this article. On the one hand, it notes that some gains have been made. In 1974, Stanford University reported that one-fifth of its new faculty appointment went to women in 1973, and more than four-fifths of all persons hired at the university at that time were either women or minorities. About 23 percent of the faculty appointments at the Madison Campus of the University of Wisconsin went to women in 1974. On the other hand, the author reveals that in the Nation as a whole, minority group faculty members increased from 2.2 to 2.9 percent for the same period. Consequently, she held that according to the general feeling among leading women, affirmative action officials and some administrators, affirmative action was not working and that it was not producing greater hiring, retention and promotion of women and minorities.

Foxley, Cecelia H. Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.

This book is designed to help employers provide equal opportunity for women. It is divided into seven chapters. The educational background and employment preparation of women is discussed in Chapter 3, with statistical data provided to assist the employer in setting future employment projections or goals. The third chapter also indicates new directions of women's education.

Healy, Timothy S. "The Case for Open Admissions: New Problems, New Hopes." Change Magazine, Summer, 1973.

This article discusses open admissions in the context of an inherent right rather than a privilege. It points out the strengths and weaknesses of open admissions, concluding that it is difficult to determine the impact. However, that program produced an overall increase of 18 percent in college applications from city high school graduates.

Johnson, Davis G.; Dube, W.F. Descriptive Study of Medical School Applicants: 1974-75. Washington, D.C.: Association of American Medical Colleges, 1975.

This study yeilds tabular data indicating substantial increases in numbers of medical schools, applicants, applications and new entrants from 1970-71 through 1974-75. While in general the rates of increase have been declining somewhat since 1972-73, substantial increases have been found among female and minority group applicants and acceptees.

Johnson, Davis G., Smith, Vernon C., and Tarnoff, Stephen L. "Recruitment and Progress of Minority Medical School Entrants, 1970-72.

This is a report on a national study of minority group applicants and entrants to the 1970, 1971 and 1972 entering classes of U.S. medical colleges. The aim of the investigation was to further understanding of the factors involved in an effort to increase minority representation in education for the practice of medicine.

Among the findings are: (1) an encouraging increase in the number of black premedical students who will apply for the medical school classes entering in 1976 and 1977; (2) growth in the enrollment of low-income medical students, most of it explained by the increase in the numbers of minority group members who have been admitted in recent years; (3) a higher proportion of women, of older, and of married students among minority medical school matriculants than among

Caucasian matriculants. The findings do emphasize the need for more programs designed to improve selection criteria and to provide academic reinforcement and personal counseling for minority students.

Johnson, Sheila K. "It's Action, But Is It Affirmative" (New York Times, May 11, 1975. Sunday Magazine Section.)

This article is very critical of affirmative action efforts at the University of California, Berkeley. The question of time figures prominently: "If one adds up all the departmental goals, 31 departments would, over the next 30 years, be required to hire a total of 95.71 women; one department--social welfare--needs to hire 1.38 black faculty members. It is as if an elephant after prolonged gestation and prodigious labor had given birth to a mouse."

Kell, Diane and Others. A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Vol. I: An Overview. Cambridge, Mass.: Abt Associates, 1974.

This study is an evaluation of the position of minority students in dental school, focusing particularly on the issues of recruitment, financing, separative supportive services, and handling minority affairs.

Levin, David E. Student Retention and Graduation at the City University of New York: September 1970 Enrollees Through Seven Semesters. (City University of New York, 1974.)

This report covering a seven semester period represents an updating of a previous report (Lavin and Silberstein, 1974) which described retention phenomena for the first entering freshman class of CUNY over a four-semester period. The report represents data on retention, graduation, and the phenomena of the return from temporary leave. The findings of this study are not to be taken lightly since they are placed in the context of national and graduation data.

Among freshmen who entered CUNY in the Fall of 1970, about 60 percent of the senior college enrollees and 41 percent of community college students were still enrolled or had graduated 3.5 years later. Comparison of the CUNY seven semester data with national eight semester data suggest that CUNY retention rates over eight semesters will be somewhat higher than the national retention rates.

Levis, William and Others. Access to the Legal Profession in Colorado by Minorities and Women. Denver: Colorado State Advisory Committee to the U.S. Commission on Civil Rights, 1976.

This study investigated the accessibility of the legal profession to minorities and women in Colorado and the difficulties encountered by minorities and women at the professional education level and in the bar examination. Findings included: despite recruitment efforts the lack of minority and female faculty and administrators was a serious problem at the law schools; minority and female students voiced strong complaints that negative attitudes based on race and sex manifested by some professors at the law schools were damaging to student performance; the financial aid available to minority students in law schools was inadequate and a severe handicap in some cases; and the bar examination in Colorado had a disparate and, therefore, discriminatory effect on minority applicants.

Lopez, Homer. Report on the Minority Graduate Recruiter Visitation Program, 1974-75. Austin: University of Texas, 1975.

This is a report of the coordinated efforts of the Ethnic Student Services in visiting 32 graduate and professional schools to interview and provide information on graduate and professional opportunities to 159 minority students. Evaluation of the program was positive, and the need for more such interviews was expressed.

McGill, J.T. Dental Education: Health Education Commission Recommendations for Use in Developing the Illinois Master Plan--Phase IV. Springfield, Illinois: Illinois State Board of Higher Education, 1975.

This report shows that while the dental education expansion in Illinois has been notable, some problems remain to be addressed in the latter part of the 1970's. Geographic maldistribution of dentists is pronounced with more dentists per capita in the urban areas, than in the rural areas. Notwithstanding the progress that has been made, considerable increase in the enrollment of ethnic minorities must be realized in order that such students can be proportionatel represented in the State's dental schools.

Muldrow, William and Others. Access to the Medical Profession in Colorado by Minorities and Women. Denver: Colorado State Advisory Committee to the U.S. Commission on Civil Rights, 1976.

This study investigated four main areas where minorities and women traditionally encountered obstacles because of their minority status and/or sex: (1) academic preparation at the professional level and recruitment to a medical center; (2) admission to a medical school; (3) learning opportunities in medical school; and, (4) appointment to residency programs and medical faculty positions. Ninety-four interviews were conducted with students, faculty and staff from the University of Colorado School of Medicine and with representatives of various community agencies concerned with the health profession.

Findings included: severe underrepresentation of minorities and women in institutions of higher education, both in Colorado and nationally, limited the number of these students available to apply for medical schools; failure of schools to provide adequate education, and acquisition of study skills at the lower academic levels severely handicapped minority students preparing to enter medical school; and no special efforts were made to recruit minority or white women.

National Board on Graduate Education, Washington, D.C. Minority Group Participation in Graduate Education. Washington, D.C.: National Academy of Sciences, 1976.

This study of minority group participation in graduate education was undertaken with a view to aiding policy formulation, program planning, and specific actions designed to reduce barriers confronting minority group members, and to help in the development of an academic climate conducive to the success of those enrolled. The study examined certain activities and concerns of graduate schools including recruitment, admissions and financial aid. Among the recommendations made were suggestions for the improvement of the selection process and the assessment of academic performance.

Findings on the impact of affirmative action reveal among other things profound objection to the principle of goals and timetables and problems involving the lack of predictability of faculty openings in the future. There is also the tendency in many institutions to agree with Richard Lester that goals and timetables should not apply to the hiring of tenured faculty.

Odegaard, Charles. Minorities in Medicine: From Receptive Passivity to Positive Action, 1966-76. (The Josiah Macy, Jr. Foundation, New York, 1977.)

In the main, this report shows the number of underrepresented minorities in medical schools has substantially increased since consistent data began to be collected in 1968-69. By 1975-76, there has been roughly a fivefold increase in the total enrollment and in the first-year enrollment of minority students.

The author attributes the overall increase in minority medical student enrollment to a variety of positive or "affirmative" special programs intended to attract the interest of minority students, to admit them to medical school, to give them financial assistance, and to provide special cultural and psychological, as

well as academic support during their medical school years. Many predominantly white medical schools not only developed recruiting activities to enlarge the pool of minority applicants, but also recognized the need to make changes in admissions. The report gives a comprehensive description of special programs developed to recruit minority students into medical schools and discuss two possible deterrents to positive action, legal difficulties and the need for money. While the report is generally encouraging, the author warns that "the task is not finished and that there is more to do."

Princeton University. Affirmative Action Report and Revised Affirmative Action Plan, 1975.

This report reveals that there is much to be done. "Special efforts have been made during the past several years to increase the numbers of minority persons in the Graduate School: their numbers have increased significantly, but are still small. The University projects the appointment of 197 new junior faculty members over the next six years, and intends to concentrate its Affirmative Action efforts on ensuring that women and minorities are adequately reflected in these appointments. This must be construed as a long-term commitment for it would be difficult to accomplish such a goal immediately.

Rossman, Jack and Astin, Helen S. Open Admissions at City University of New York: An Analysis of the First Year. Prentice-Hall, Englewood Cliffs, New Jersey, 1975.

This is the report of a project that was designed to consider three questions, one of which was "what are the major issues related to the concept of open admissions in higher education? It notes that the crucial question is concerned with whether those institutions willing to accept students whose success is not ensured can maintain their current academic standards. The report warns that however dramatic an effort to give disadvantaged groups a chance to go to college, open admissions will not provide full equality of opportunity. It

was found that open admissions students accumulated a larger number of credits than would be expected on the basis of their input characteristics.

Sells, Lucy W. (ed.). Toward Affirmative Action. San Francisco: Jossey-Bass Inc., 1974.

Among other things this publication notes some achievements in affirmative action. For instance in 1967 women represented three percent of the appointments to ladder rank faculty positions while in 1973, they filled thirteen percent of the 48 vacancies. However, the report also shows a falling off in the percentage of women and minorities in graduate study, and this decline directly affects the availability of these groups for recruitment and hiring at the faculty level. For example, while 22 percent of the undergraduates in the physical sciences are women, only 11 percent of the graduate students are women.

Shulman, Carol Hernstadt. Keeping Up With Title IX. American Association for Higher Education, Washington, D.C., 1977.

This report seems to indicate that Title IX regulations may already have some impact on the treatment of women college students. At a minimum college officials have been compelled to take a look at the effect of their policies and practices on student's college careers and on their postgraduate plans. Those aspects of campus life where disparate treatment of men and women students continues should be carefully studied.

Silvestri, M.J. and Kane, Paul L. "How Affirmative is the Action for Administrative Positions in Higher Education?" Journal of Higher Education, Volume XLVI, No. 4, July/August, 1975.

This paper discusses a research project assessing the affirmative action commitment of postsecondary institutions. Modest empirical data are provided suggesting reluctant institutional commitment to locate and recruit female and

minority candidates for administrative positions. The paper concludes that although institutions generally designate themselves as equal opportunity/affirmative action employers in their recruitment announcements, few of them appear eager or willing to expend the extra effort to contact female and minority candidates, who are seeking positions in the very same publications that the institutions advertise their vacancies.

Sowell, Thomas. "Affirmative Action Reconsidered. Was it Necessary in Academia? (American Enterprise for Public Policy Research, Washington, D.C., 1975.)

In this study affirmative action is viewed from various angles. A distinction is made between the basic concepts and legal rationale of affirmative action, and the many specific laws, regulations, and practices that have developed under label. The study revealed among other things that only 18 percent of black academics had a doctorate at all, compared to 38 percent of white academics. The study deals with race and sex differentials in employment, pay and promotion prospects.

The study points to a central problem of assessing the efficacy of affirmative action. Most black academics teach at black colleges and black universities, and so do not show up in the predominantly white institutions where affirmative data are collected. The ineffectiveness of affirmative action is blamed on the ill conceived mixture of unsupported assumptions and burdensome requirements. The study is willing to attribute recent improvements in the education and employment of minorities and women to the trend which began in the 1960's rather than to the results of the affirmative action

Westervelt, Ester M. Barriers to Women's Participation in Postsecondary Education. U.S. Department of Health, Education, and Welfare, 1974.

This report is a review of research and commentary concerning variables that raise barriers to women's postsecondary education. The first section deals with institutional variables, the second section with social constraint variables, and the third with psychological variables. The five major sets of institutional factors that tend to exclude women from higher education according to the report, are: (1) admissions practices, financial aid practices; (2) institutional regulations; (3) deficiencies in curriculum planning and student services; and, (4) faculty and staff attitudes.

Zimmer, Michael J. "Disproportionate Impact Analysis and Mandated 'Preferences' in Law School Admissions," in North Carolina Law Review: 42; 3; 317-88, February, 1976.

This article discusses De Funis versus Odegard which involved an unsuccessful challenge by a white law school applicant to a program for the "preferential" admission of members of certain minority groups. It suggests that such programs are not only constitutionally permissible but mandated when there has been a failure to promote racial integration.